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ABSTRACT

A survey of the 494 entering students who received merit scholarships in Fall 1979 under Miami-Dade Community College's (M-DCC) Emphasis on Excellence Program was conducted to determine: (1) the students' sources of information concerning M-DCC and the scholarship program: (2) the financial status of the recipients: (3) the honors activities they engaged in during high school: (4) the students' educational goals: and (5) the problems they encountered during registration. Major findings, based on an 83% response rate, indicated that of the recipients (who all graduated within the top 10% of their high school class), 61% learned about the scholarship program through college mailings and 49% had family members who attended M-DCC. While 59% had planned to attend M-DCC prior to learning of the scholarship program, 140 recipients probably would not have enrolled at M-DCC without the scholarship incentive. Financial data indicated that approximately 25% of the students received additional need-based financial aid, and that 75% planned to work while attending school. The majority (66%) earned honors credits while in high school, and all planned to earn either a Bachelor's or Master's degree. The problems most often encountered by the students during registration were filled classes (22%) and general difficulties (36%). The survey report analyzes findings on a series of tables: the questionnaire is appended. (JP)

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ED194153

A SURVEY OF SCHOLAR'S GRANT RECIPIENTS

FALL TERM 1979-80

Research Report 80-06

January 1980

Cathy Morris
John Losak

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Introduction

Beginning with the Fall Term 1979-80, Miami-Dade established an Emphasis on Excellence program and awarded scholarships to Dade County high school graduates who ranked within the top 10% of their graduating class. In addition to the Scholar's Grant, the Emphasis on Excellence Program includes such features as a Distinguished Visiting Professor Series, cultural activities, invitational seminars, opportunities for program acceleration and Achievement Grants.

At the time the program was being planned, the College-wide Committee for Emphasis on Excellence decided to survey the initial group of Scholar's Grant recipients to gather more descriptive information than is ordinarily available. The Office of Institutional Research provided assistance with the development of a four page questionnaire, a copy of which is attached to this report (Appendix A). In October of 1979, the questionnaire was mailed to the 494 recipients of the Scholar's Grant enrolled at opening 79-1.

The report is designed essentially to be descriptive, although there are some crosstabulations and interpretions provided. It is in no way presented as a detailed or exhaustive research endeavor. The primary operational purposes for the information relate to factual data which may serve as a guide for recruiting efforts, for program development by the program coordinators, and for a general overview of the program's initial efforts as reported by students.

At the end of the second major term, that is, in April of 1980, the students will be asked to respond to a questionnaire regarding the nature of the program, and in effect, to evaluate the first year of the operational program. At that time, a more detailed analysis will be presented regarding the concept of merit awards, the progress of students who have received the grants will be addressed, and other issues related to evaluation from a student point of view will be presented.

Method and Results

The 494 Scholar's Grant recipients enrolled at the beginning of 79-1 served as the study sample for this report. The questionnaire was mailed to these recipients in early October, with a follow-up mailing in late October. The return rate on the questionnaire was quite high, with 409 (83%) of the students returning data. A Chi Square contingency test revealed no statistically significant difference between respondents and non-respondents on sex or ethnic variables, and a Chi Square goodness of fit test revealed no statistically significant difference between the 409 respondents and the 494 recipients on these same two variables combined.

The following tables were derived from the questionnaire data and follow the sequence of questions with a few exceptions. The copy of the questionnaire in Appendix A has notations in the right hand margin indicating the Table or Tables in which respondent answers are summarized. The data can be grouped into five broad categories: (1) background events prior to accepting the Grant; (2) indications of the financial status of recipients; (3) honors activities; (4) recipients' educational plans/goal; and (5) comments on registration.

Background Events

Table 1 indicates that 61% of the Grant recipients first learned about the Emphasis on Excellence program through mailings and/or announcements from the College. High school counselors provided the next biggest source of information, but they represent the first contact for only 25% of the recipients. College representatives also

Table 1

FIRST CONTACT WITH EMPHASIS ON EXCELLENCE PROGRAM

Contact	North		South		New World Center		Medical Center		Total	
	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Total
M-DCC Announcements	17	9	24	13	3	14	0	0	44	11
M-DCC letter	99	53	72	38	14	64	7	54	192	47
Announcements and letter	5	3	7	4	0	0	0	0	12	3
H. S. Counselor	42	22	52	28	4	18	6	46	104	25
Friends/Parents	18	10	22	12	1	4	0	0	41	10
Other/No Answer	6	3	10	5	0	0	0	0	16	4
Total	187	100	187	100	22	100	13	100	409	100

visited high schools, and Table 2 reveals that 151 contacts were made with Grant recipients. Not surprizingly, Grant recipients at North and South campus report the greatest contact with representatives from their

Table 2

CONTACT WITH M-DCC REPRESENTATIVE AT HIGH SCHOOL

High School Contact	North		South		New World Center		Medical Center		Total	
	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Total
North Campus Representative	85	45	9	5	4	18	2	15	100	24
South Campus Representative	8	4	30	16	4	18	1	8	43	11
New World Center Representative	1	1	4	2	2	9	0	0	7	2
Medical Center Representative	0	0	0	0	0	0	1	8	1	1
	(n=187)		(n=187)		(n=22)		(n=13)		(n=409)	

Note: Totals do not add to 100% since more than one response option was possible.

home campus. As the Emphasis on Excellence program evolves, contact with eligible students in area high schools should increase.

Two other sources of contact with Miami-Dade are indicated in Tables 3 and 4. Approximately one-half (49%) of the Grant recipients have a family member who attended the College (Table 3), and fifty-eight recipients attended Miami-Dade while in high school as concurrent enrollees (Table 4). While most students appear to have been concurrent enrollees at their home campus, note that twenty of the fifty-eight previous concurrent enrollees attended New World Center campus. Only five of these are now enrolled at that campus.

Table 3

MEMBER OF IMMEDIATE FAMILY
WAS FORMER M-DCC STUDENT

	North		South		New World Center		Medical Center		Total	
	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Total
Yes	99	53	91	49	7	32	4	31	201	49
No	84	45	94	50	12	55	8	61	198	49
No Answer	4	2	2	1	3	13	1	8	10	2
Total	187	100	187	100	22	100	13	100	409	100

One major question about the Scholar's Grant is how many of the top 10% high school graduates were attracted to Miami-Dade by the Grant. Earlier data from samples of Killian and Miami High graduates indicated that there had been an increase in the top 10% graduates enrolled at Miami-Dade since the Grant was offered. This enrollment increase was estimated at 70% when projected to all high schools (Research Report No.79-56).

Table 4

ATTENDED M-DCC AS CONCURRENT ENROLLEE
WHILE STILL IN HIGH SCHOOL

Campus Attended	North		South		New World Center		Medical Center		Total	
	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Total
North	14	7	4	2	1	4	1	8	20	5
South	0	0	15	8	0	0	0	0	15	4
New World Center	3	2	11	6	5	23	1	8	20	5
Medical Center	0	0	0	0	0	0	1	8	1	-
Not Specified	1	1	1	1	0	0	0	0	2	-
Did Not Attend	169	90	156	83	16	73	10	76	351	86
Total	187	100	187	100	22	100	13	100	409	100

A more current estimate, based on analysis of the high school transcripts of enrollees for 1978-79, places the increase at approximately 50%. Table 5 reveals that 242 (59%) of the Grant recipients had planned to attend Miami-Dade prior to learning about the Emphasis on Excellence

Table 5

PLANS TO ATTEND M-DCC PRIOR TO LEARNING
ABOUT EMPHASIS ON EXCELLENCE PROGRAM

Prior Plans	North		South		New World Center		Medical Center		Total	
	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Total
Attend M-DCC	114	60	105	56	14	64	9	70	242	59
Not Attend M-DCC	29	16	33	18	4	18	2	15	68	17
Undecided	43	23	47	25	4	18	2	15	96	23
No Answer	1	1	2	1	0	0	0	0	3	1
Total	187	100	187	100	22	100	13	100	409	100

program. The additional students who were attracted by the Grant were probably those who planned not to attend Miami-Dade (68 or 17%) and a substantial portion of those who were undecided. Assuming that three-fourths (72) of the undecided group were attracted by the Grant, 140 top 10% students (68 + 72) who would not normally have attended the college were attracted to Miami-Dade. The number who planned to attend anyway (242) plus the other one-fourth of the undecided students (24) make up these total number who would have attended. The estimated percent increase is 140/266 or 53%, which agrees fairly well with the other current estimate. Table 6 shows that 130 (32%) of the recipients had been accepted at another college or university, and 45 of these had been offered a scholarship. Assuming that Miami-Dade was closer to home and that this

Table 6

APPLICATION/ACCEPTANCE TO OTHER INSTITUTIONS PRIOR TO GRANT AWARD

	North		South		New World Center		Medical Center		Total	
Application/Acceptance	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Total
Accepted by Other College:	55	29	63	34	5	23	7	54	130	32
(and offered a scholarship)	(19	10)	(18	10)	(4	18)	(4	31)	(45	11)
Applied to Other College but Not Accepted	5	3	3	2	1	4	0	0	9	2
Applied Only to M-DCC	124	66	115	61	16	73	6	46	261	64
No College Plans	3	2	6	3	0	0	0	0	9	2
Total	187	100	187	100	22	100	13	100	409	100

would make living expenses less, the amount of the Scholar's Grant award was presumably enough to outweigh other scholarship offers. Note also that 64% of the recipients had applied only to Miami-Dade, a number that included the 242 with prior plans to attend (Table 5) and probably some of those who were undecided.

Table 7 shows acceptance at other colleges by college type. The majority of recipients were accepted at in-state institutions, with both public and private institutions represented.

Table 7

ACCEPTANCE AT OTHER COLLEGES
BY TYPE OF INSTITUTION

	Accepted	
Type of Institution	No.	% of Group
Fla Public	30	23
Fla Private	53	41
Both Fla Public and Private	12	9
Fla Institution and Out-of-State	18	14
Out-of-State Only	17	13
Total	130	100

Table 8 indicates how others reacted to the recipient's opportunity to attend Miami-Dade on a Scholar's Grant. Almost all recipients (97%) were encouraged to attend by their parents. Note that the two largest categories for discouragement were classmates and teachers, and that one-third of the recipients were not encouraged to attend Miami-Dade by their high school counselors. While these data suggest strong positive reactions from family members, the reaction is not as strong in the high

Table 8

REACTION OF OTHERS TO RECIPIENTS
ATTENDING M-DCC ON SCHOLAR'S GRANT

Reaction	Parents		Other family		Class-mates		Teachers		Counselors	
	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total
Encouraged	395	97	325	79	268	66	268	66	273	67
Neutral	12	3	68	17	104	25	100	24	101	25
Discouraged	2	-	6	2	32	8	23	6	14	3
No Answer	0	0	10	2	5	1	18	4	21	5
Total	409	100	409	100	409	100	409	100	409	100

schools. Since the Emphasis on Excellence program is new, one might expect a stronger positive reaction from high schools in the future, as the opportunities available to superior students at Miami-Dade become known.

An unduplicated count of recipients who were discouraged from attending Miami-Dade by someone (50 or 12%) or who received only encouragement or neutral comments (359 or 88%) is presented in Table 9. These

Table 9

REACTION OF OTHERS TO OPPORTUNITY TO ATTEND
M-DCC ON GRANT BY ACCEPTANCE AT OTHER
COLLEGE OR UNIVERSITY

Reaction	Accepted for Admission Elsewhere: Yes		No		Total	
	No.	% of Group	No.	% of Group	No.	% of Total
Others Encouraged or Neutral	103	79	256	92	359	88
Others Discouraged	27	21	23	8	50	12
Total	130	100	279	100	409	100

χ^2 (corrected) = 11.82; d.f. = 1; $p < .001$

data were crosstabulated with the recipients' acceptance at another college or university, and a statistically significant relationship was found. As one might expect, a student was more likely to be discouraged from attending Miami-Dade if he/she had been accepted elsewhere. The absolute number of students who were discouraged by someone, however, is quite low (12%) when considering that students were asked to report the reaction of five other categories of individuals. For 359 (88%) students none of these five categories of individuals discouraged them from attending Miami-Dade.

Financial Resources

No direct questions were asked the respondents concerning their financial resources. Even though the Scholar's Grant is designed to be a merit award, there are apparently many recipients with financial need which extends beyond the award. Table 10 indicates that 126 aid awards were given to Grant recipients for the Fall Term. Since more than one award can be given to an

Table 10

NUMBER OF AID AWARDS REPORTED
BY TYPE OF AID BY CAMPUS

	North		South		New World Center		Medical Center		Total	
Type of Aid	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total
BEOG Grant	58	46	34	27	3	2	5	4	100	79
SEOG Grant	0	0	0	0	0	0	0	0	0	0
NDSL Loan	1	1	4	3	0	0	0	0	5	4
Work-Study	11	9	3	2	1	1	1	1	16	13
Other Aid	3	2	2	2	0	0	0	0	5	4
Total	73	58	43	34	4	3	6	5	126	100

individual student, Table 11 gives an unduplicated count of students, and the awards they are receiving. Roughly one-fourth of the Grant recipients (108 or 26%) are receiving some type of need-based aid, with 23 (or 6%) students

Table 11

NUMBER OF STUDENTS RECEIVING
AID AWARDS BY CAMPUS

	North		South		New World Center		Medical Center		Total	
Aid Category	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Total
BEDG Only	47	25	29	16	2	9	4	31	82	20
NDSL Only	0	0	1	-	0	0	0	0	1	-
Work-Study Only	1	-	1	-	0	0	0	0	2	-
BEDG + NDSL	1	-	3	2	0	0	0	0	4	1
BEDG + Work-Study	10	5	2	1	1	5	1	8	14	3
Other Aid	3	2	2	1	0	0	0	0	5	1
(Subtotal of Students on Aid)	(62	33)	(38	20)	(3	14)	(5	38)	(108	26)
No Aid	125	67	149	80	19	86	8	62	301	74
Total	187	100	187	100	22	100	13	100	409	100

receiving more than one award. Because need-based aid awards rarely meet all of the student's financial need, the scholar's Grant award supplements these.

Finally, Table 12 indicates that 292 (72%) Grant recipients plan to work while attending Miami-Dade, and 158 of these plan to work more than twenty hours per week. These data suggest that many Grant recipients have some level of financial need.

Table 12

PLANS FOR WORKING WHILE
ATTENDING M-DCC BY CAMPUS

Employment Plans	North		South		New World Center		Medical Center		Total	
	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Total
Will not be working	42	22	60	32	10	45	5	39	117	28
Will be working:										
Less than 10 hrs.	5	3	8	4	0	0	1	8	14	3
10 to 15 hrs.	26	14	17	9	3	14	2	15	48	12
16 to 20 hrs.	39	21	29	16	2	9	2	15	72	18
21 to 25 hrs.	37	20	35	19	4	18	1	8	77	19
more than 25 hrs.	38	20	38	20	3	14	2	15	81	20
Total	187	100	187	100	22	100	13	100	409	100

Honors Activities

Almost two thirds of the Grant recipients (269 or 66%) earned honors credits in high school. Table 13 shows that for public high schools, the majority earned 3 to 6 credits. For private high schools, however, students were likely to either take no honors credits or take 10 or more credits, (a bimodal distribution). This difference in distribution of honors credits by high school type was statistically significant.

The subject matter of high school honors courses is given in Table 14. English and mathematics were the two most frequently taken honors courses. Note that there is a statistically significant relationship between subject matter and high school type, with private high school students having taken a greater number of math and "other science" courses.

Table 13

HIGH SCHOOL HONORS CREDITS
EARNED BY HIGH SCHOOL TYPE

	High School Type					
	Public		Private		Total	
Honors Credits Earned	No.	% of Group	No.	% of Group	No.	% of Total
None/No Answer	119	33	21	44	140	34
3 or fewer	110	30	5	10	115	28
4 to 6	69	19	7	15	76	19
7 to 9	27	8	4	8	31	8
10 or more	36	10	11	23	47	11
Total	361	100	48	100	409	100

$\chi^2 = 14.18$, d.f. = 4, $p < .007$

Table 14

SUBJECT MATTER OF HIGH SCHOOL HONORS
COURSES BY HIGH SCHOOL TYPE

	High School Type					
	Public (n=361)		Private (n=48)		Total	
Honors Subject	No.	% of Group	No.	% of Group	No.	% of Total
English	162	45	21	44	183	45
Math*	86	24	19	40	105	26
Biology	68	19	8	17	76	19
Chemistry	68	19	10	21	78	19
Other Science**	38	11	11	23	49	12
History/Gov't	65	18	12	25	77	19
Language	46	13	3	6	49	12

* χ^2 (corrected) = 4.72, d.f. = 1, $p < .03$
** χ^2 (corrected) = 5.05, d.f. = 1, $p < .02$

Grant recipients continue to show an interest in honors level courses with 256 (63%) expressing an interest in honors courses at Miami-Dade (Table 15). With the new categories for graduation with honors at Miami-Dade, those with only some interest in honors courses may have an extra incentive to enroll. A crosstabulation of this item by high school type revealed no statistically significant difference ($\chi^2 = 1.12$; d.f. = 3; N.S.). Whatever the differences between public/private high schools in students' past experience with honors courses, these do not affect their current interest in honors courses at Miami-Dade.

Table 15

INTEREST IN HONORS LEVEL COURSES
AT MIAMI DADE

	North		South		New World Center		Medical Center		Total	
	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Total
Strong Interest, will enroll	38	20	29	15	8	36	2	15	77	19
Some Interest, might enroll	89	48	76	41	9	41	5	39	179	44
No Current Interest	54	29	77	41	4	18	6	46	141	34
No Answer	6	3	5	3	1	5	0	0	12	3
Total	187	100	187	100	22	100	13	100	409	100

Grant recipients also expressed interest in alternative methods for earning credit. Table 16 indicates that 196 (48%) have an interest in earning credit through special projects requiring individual study. (These students have subsequently been sent information on independent study). Table 17 indicates that 203 (50%) of the recipients want information on credit by exam (this information has been sent). Note that 39 (10%) have earned

Table 16

INTEREST IN INDEPENDENT STUDY
AT MIAMI-DADE

	North		South		New World Center		Medical Center		Total	
	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Total
Strong Interest, will enroll	10	5	7	4	1	4	2	15	20	5
Some Interest, want information	80	43	79	42	14	64	3	23	176	43
No Current Interest	96	51	99	53	7	32	8	62	210	51
No Answer	1	1	2	1	0	0	0	0	3	1
Total	187	100	187	100	22	100	13	100	409	100

credit by exam, and 37 (9%) already plan to attempt credit by exam at Miami-Dade. If it is assumed that some of those asking for information will also attempt credit by exam, the total percent of Scholar's Grant recipients who take credit by exam while at Miami-Dade is likely to exceed the 8% evident college-wide (Research Report #79-76, p. 8, Table 8).

Table 17

INTEREST IN CLEP OR OTHER FORMS OF CREDIT BY EXAM
AT MIAMI-DADE

	North		South		New World Center		Medical Center		Total	
	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Total
Have Already Earned Credit by Exam	17	9	20	11	1	5	1	8	39	10
Will Attempt at M-DCC	11	6	23	12	2	9	1	8	37	9
Want Information	105	56	81	43	13	59	4	30	203	50
No Current Interest	50	27	58	31	6	27	6	46	120	29
No Answer	4	2	5	3	0	0	1	8	10	2
Total	187	100	187	100	22	100	13	100	409	100

Educational Plans/Goals

Almost half of the Grant recipients (44%) report having made a definite choice of a major (Table 18). Since the questionnaire was distributed during the Fall Term, it is not surprizing that slightly more than half have made no choice or only a tentative choice. Almost all (97%) respondents plan to attend Miami-Dade during the Winter Term, and most (90%) plan to

Table 18

DECISION ON EDUCATIONAL MAJOR BY CAMPUS

	North		South		New World Center		Medical Center		Total	
Decision	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Total
Definite choice	89	47	70	37	12	55	10	77	181	44
Tentative choice	67	36	75	40	6	27	2	15	150	37
Undecided	22	12	35	19	2	9	1	8	60	15
No Answer	9	5	7	4	2	9	0	0	18	4
Total	187	100	187	100	22	100	13	100	409	100

Table 19

SELF REPORT OF PROBABLE ATTENDANCE

	North		South		New World Center		Medical Center		Total	
Plans to Attend	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Total
Fall Term	181	97	184	98	21	95	12	92	398	97
Winter Term	182	97	183	98	22	100	10	77	397	97
Spring Term	168	90	172	92	19	86	8	62	367	90
Summer Term	97	52	80	43	15	68	8	62	200	49
	(n=187)		(n=187)		(n=22)		(n=13)		(n=409)	

attend during the Spring Term also (Table 19). Most students expect to be enrolled for 12 to 15 credits per term (Table 20).

The educational goals of the Grant recipients are an interesting mixture (Table 21). Recipients divide fairly evenly between the four degree

Table 20

EXPECTED CREDIT LOAD PER TERM

	North		South		New World Center		Medical Center		Total	
Credit Load	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Total
6 or fewer	3	2	3	2	0	0	1	8	7	2
7 to 11	7	4	13	7	3	14	3	23	26	6
12 to 15	147	78	138	74	14	63	7	54	306	75
16 or more	21	11	23	12	2	9	2	15	48	12
No Answer	9	5	10	5	3	14	0	0	22	5
Total	187	100	187	100	22	100	13	100	409	100

Table 21

CURRENT EDUCATIONAL GOALS

	North		South		New World Center		Medical Center		Total	
Highest Degree Goal	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Total
Associate	57	31	40	21	4	18	4	31	105	26
Baccalaureate	42	22	48	26	4	18	2	15	96	23
Master's	51	27	57	30	7	32	4	31	119	29
Doctoral	34	18	37	20	5	23	2	15	78	19
Other/No Answer	3	2	5	3	2	9	1	8	11	3
Total	187	100	187	100	22	100	13	100	409	100

goals, with a slightly higher number hoping to earn a Master's degree. Most of the recipients (374 or 94%) indicated that they plan to earn the associate degree at Miami-Dade rather than some other institution. Data from Table 22 show that 164 (40%) recipients plan to transfer to FIU. The 99 (24%) students who gave no answer to this question were presumably undecided.

Table 22

EDUCATIONAL/VOCATIONAL PLANS AFTER LEAVING M-DCC

	North		South		New World Center		Medical Center		Total	
Plans	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Campus	No.	% of Total
Transfer to FIU	76	41	69	37	14	64	5	39	164	40
Transfer to U in state	32	17	48	26	4	18	0	0	84	20
Transfer to U out of state	12	6	19	10	0	0	0	0	31	8
Seek Employment	19	10	8	4	2	9	2	15	31	8
Other/No Answer	48	26	43	23	2	9	6	46	99	24
Total	187	100	187	100	22	100	13	100	409	100

Registration and Associated Activities

Data from Table 23 indicate that roughly three-fourths of the Grant recipients visited the campus prior to registration and that 39% of the recipients were contacted by campus coordinators. Approximately 40% of the respondents attended one or more of the ceremonies planned by the College. Data from Table 24 indicate that 241 (59%) of the Grant recipients experienced no problems when registering for classes. Of the

specific problems encountered by those experiencing difficulty, the majority (90 or 22%) found that classes of their choice were filled.

Table 23

PARTICIPATION IN EVENTS/ACTIVITIES
PRIOR TO REGISTRATION

Activity	North No.	North % of Campus	South No.	South % of Campus	New World Center No.	New World Center % of Campus	Medical Center No.	Medical Center % of Campus	Total No.	Total % of Total
Visited Campus	132	71	141	75	16	73	8	62	297	73
Contact with Campus Coordinator	58	31	89	48	9	41	3	23	159	39
Attended Special Orientation	79	42	78	42	8	36	0	0	165	40
Attended Ceremony Gusman Hall	81	43	79	42	12	55	3	23	175	43
Attended Reception Dupont Plaza	69	37	63	34	12	55	3	23	147	36
	(n=187)		(n=187)		(n=22)		(n=13)		(n=409)	

Note: Totals do not add to 100% since more than one response option was possible.

Table 24

COMMENTS ON FALL TERM REGISTRATION

Comment	North No.	North % of Campus	South No.	South % of Campus	New World Center No.	New World Center % of Campus	Medical Center No.	Medical Center % of Campus	Total No.	Total % of Total
No Problems Registering	119	64	99	53	15	68	8	62	241	59
General Difficulties	61	33	78	42	4	18	3	23	146	36
Classes filled	27	14	59	32	3	14	1	8	90	22
Courses not offered	5	3	5	3	3	14	0	0	13	3
Other	2	1	0	0	0	0	0	0	1	0
	(n=187)		(n=187)		(n=22)		(n=13)		(n=409)	

Note: Totals do not add to 100% since more than one response option was checked

Summary

The questionnaire administered to the Scholar's Grant recipients provides some interesting self-reported data. Analysis of data on background events prior to the Grant award suggests that the initial Emphasis on Excellence program information is reaching more than half of the students through mailings/announcements at their high schools. Additionally, one-third of the Grant recipients were not encouraged by their teachers or counselors to attend Miami-Dade on the Scholar's Grant (Table 8). This suggests the potential opportunity for increased public relations efforts in the local high schools.

Almost half of the Scholar's Grant recipients have a family member who previously attended Miami-Dade (Table 3) and more than a tenth were concurrent enrollees themselves (Table 4). More than half the recipients had already planned to attend the College before they learned about the Emphasis on Excellence program, but the remainder had not planned to do so (Table 5). These data support the estimate that the number of top 10% high school graduates enrolled at Miami-Dade has increased by approximately 50% since the start of this program. Some students who were accepted at other colleges (Tables 6 and 7) and even offered scholarships, decided to enroll at Miami-Dade instead.

While the Scholar's Grant is a merit award, data indicate that roughly one-fourth of the Grant recipients are receiving additional need-based financial aid (Table 11), and that almost three -fourths of the recipients plan to work while attending school (Table 12).

The majority of Scholar's Grant recipients earned honors credits in high school (Table 13), and show an interest in honors courses at Miami-Dade (Table 5). Approximately half of the recipients also expressed some interest in independent study and credit by exam (Tables 16 and 17).

Almost all recipients plan to earn their associate degree at Miami-Dade (94%), and more than two thirds (68%) plan to continue their education (Table 22). In summary, the Scholar's Grant recipient appears to be a motivated student with an interest in pursuing honors activities at Miami-Dade, and transferring to an upper division college after completing the Associate degree.

Appendix A

QUESTIONNAIRE SENT TO GRANT RECIPIENTS

MIAMI-DADE COMMUNITY COLLEGE

QUESTIONNAIRE FOR SCHOLAR'S GRANT RECIPIENTS

October 1, 1979

1. How did you first learn about the Emphasis on Excellence program? (Table 1)

___ From public announcements made by Miami-Dade Community College
___ From a letter sent to my home by Miami-Dade Community College
___ From my high school counselor
___ From friends
___ From parents
___ Other

2. Were you planning to attend Miami-Dade before you learned about the Emphasis on Excellence program? (Table 5)

___ 1. Yes
___ 2. No
___ 3. Undecided before hearing about the Emphasis on Excellence program

3. Check the response most appropriate concerning the reaction of your parents, friends and high school faculty to your opportunity to attend Miami-Dade as a Scholar's Grant recipient.

Encouraged	Discouraged	Neutral		
____	____	____	Parents	(Table 8)
____	____	____	Other family members	(Table 9)
____	____	____	Friends in your graduating class	
____	____	____	High school teachers	
____	____	____	High school counselor or advisor	

4. Did you submit an Application for Admission to any other educational institution? (Mark more than one response if appropriate.)

___ 1. Yes, another public college or university in Florida
___ 2. Yes, private college or university in Florida (Table 6)
___ 3. Yes, an out-of-state college or university (Table 7)
___ 4. No, I applied for admission only to Miami-Dade
___ 5. I was not planning to attend college

Answer Items 5 and 6 only if you applied for admission to another college or university.

5. Were you accepted for admission by another college or university? (Mark more than one response if appropriate.)

___ 1. Yes, accepted by another public college or university in Florida (Table 6)
___ 2. Yes, accepted by a private college or university in Florida (Table 7)
___ 3. Yes, accepted by an out-of-state college or university (Table 9)
___ 4. No, I applied to another college or university but was not accepted

6. If you were accepted for admission by another college or university, were you offered any type of scholarship?

___ 1. No, did not receive a scholarship offer (Table 6)
___ 2. Yes, was offered a scholarship in the amount of _____

7. Did you graduate from a public or private high school?

___ Public _____
Name of High School

___ Private _____
Name of High School

8. What was your rank in your high school graduating class?

I graduated _____ out of _____ total students.

9. What honors courses, if any, did your complete in high school?

___ 1. Did not complete any honors courses
___ 2. Completed honors courses in the following areas (check those that apply to you)
___ English
___ Mathematics
(Table 14) ___ Biology
___ Chemistry
___ Other Science _____ (Please specify)
___ History or Government
___ Foreign Languages
___ Other _____(Please specify)

10. How many credits did you earn for honors courses in high school?

(Table 13) ___ 3 or fewer
___ 4 - 6
___ 7 - 9
___ 10 or more

11. Are you receiving any form of financial aid from Miami-Dade in addition to the Scholar's Grant? (Please mark more than one response if appropriate.)

(Table 10) ___ 1. No, not receiving financial aid
(Table 11) ___ 2. Yes, receiving a Basic Educational Opportunity Grant (BEOG)
___ 3. Yes, receiving a Supplementary Educational Opportunity Grant (SEOG)
___ 4. Yes, receiving a National Direct Student Loan (NDSL)
___ 5. Yes, receiving employment under the College Work-Study Program (CWSP)
___ 6. Other _____

12. Will you be employed during the time you attend Miami-Dade?

___ 1. No, I do not expect to be employed
(Table 12) ___ 2. Yes, I will be employed
___ For less than 10 hours per week
___ For 11 - 15 hours per week
___ For 16 - 20 hours per week
___ For 21 - 25 hours per week
___ For more than 25 hours per week

13. Check the one response most appropriate concerning your choice of an educational major.

___ I have made a definite choice _____
Please specify

Table 18) ___ I have made a tentative choice _____
Please specify

___ I am undecided at this time

14. What are your current educational goals? (Check all that apply.)

Table 21) ___ To earn an Associate degree
___ To earn a Baccalaureate degree
___ To earn a Master's degree
___ To earn a Doctoral degree (Ph.D., M.D., Ed.D., etc.)
___ Other _____
Please specify

15. Do you intend to complete the Associate degree at Miami-Dade Community College?

(Text) ___ Yes
___ No

If you have a specific reason for not completing the Associate degree at Miami-Dade, please explain:

_____

_____

_____

16. While at Miami-Dade, how many credit hours do you expect to complete each term?

Table 20) ___ 6 or fewer
___ 7 - 11
___ 12 - 15
___ 16 or more

17. While at Miami-Dade, indicate which terms you expect to attend.

Table 19) ___ Fall
___ Winter
___ Spring
___ Summer

18. Check the response most appropriate concerning your interest in honors-level courses.

able 15) ___ I have a strong interest, and will definitely enroll in honors-level courses if they are available. Please specify the areas of study in which you would like to enroll for honors-level work. _____

_____

___ I have some interest in honors-level courses, and would consider enrolling for at least one honors course.

18 (cont).

(Table 16) ___ At this time, I do not plan to enroll in honors-level courses. If you have a specific reason for not registering for honors courses, please explain.

_____

_____

19. Check the response most appropriate concerning your interest in participating in alternative methods for earning credit, i.e., by individual contract or special projects requiring independent study.

___ I have a strong interest, and will definitely enroll for independent study if it is available. Please specify the areas of study in which you would like to engage in independent study. _____

_____

___ I have some interest, and would like to discuss the possibility of independent study.

___ At this time, I do not want additional information concerning independent study.

20. Check the response most appropriate concerning your interest in the College Level Examination Program (CLEP) and other forms of credit by examination.

___ I have already attempted to earn credit through CLEP or another form of credit by examination. If you have already been notified of the test results, please indicate the number of course credits earned _____.

(Table 17) ___ I have already received information concerning the opportunities for earning college credit through examination and will attempt to earn credit in this manner while I am a student at Miami-Dade Community College.

___ I would like to receive additional information concerning the opportunities available to earn college credit through examinations.

___ At this time, I do not have an interest in earning college credit through examination.

21. What are your current educational or vocational plans after leaving Miami-Dade Community College?

___ I will transfer to Florida International University
(Table 22) ___ I will transfer to another college or university in Florida _____
___ I will transfer to a college or university in another state _____
___ I will seek employment
___ Other _____
Please specify

22. Has any member of your immediate family been a student at Miami-Dade Community College? Please indicate the campus attended/

_____ yes
_____ no

_____ North Campus
_____ South Campus
_____ New World Center Campus
_____ Medical Center Campus

(Table 3)

23. Did you have contact with a representative from Miami-Dade Community College at your high school? (Make more than one response if appropriate.)

_____ Yes, I was contacted by a representative from the North Campus (Table 2)
_____ Yes, I was contacted by a representative from the South Campus
_____ Yes, I was contacted by a representative from the New World Campus
_____ Yes, I was contacted by a representative from the Medical Center Campus

24. Did you attend Miami-Dade Community College as a concurrent enrollee before high school graduation? Please indicate the campus you attended.

_____ Yes
_____ No

_____ North Campus
_____ South Campus
_____ New World Campus
_____ Medical Center Campus

(Table 4)

25. Did you visit the campus prior to registration or participate in any special activities for Grant recipients? (Mark more than one response if appropriate.)

_____ Visited the campus
_____ Individual contact (by phone or in person) with campus coordinator for Emphasis on Excellence
_____ Attended special orientation for Scholar's Grant recipients (Table 23)
_____ Attended August 20 ceremony at Gusman Hall
_____ Attended August 20 reception at Dupont Plaza Hotel

26. Check the response most appropriate concerning your registration for the Fall term.

_____ I registered with no difficulty in the classes of my choice
_____ I experienced some difficulty in registering for classes
  _____ Classes filled for the times I preferred
  _____ Courses I preferred not offered for the Fall term
  _____ Other _____
  Please specify

27. Please use the space below to provide any additional comments that you want to express concerning your experience at Miami-Dade or any suggestions that you have to offer concerning the Emphasis on Excellence program.

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